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ABSTRACT

Criteria for the development of new coursework and the governance procedures necessary for course approval were analyzed and compared between two California community colleges, Los Angeles Valley College (LAVC) and Pasadena City College (PCC). Data were obtained during fall 1976 by means of printed materials and through interviews with personnel from the colleges. It was found that many similarities in procedures existed between the colleges. However, while PCC had nine steps in the course approval process including the involvement of its president, LAVC had two additional layers of procedure due to its membership in a multi-college district, and its president was not involved. Greater student involvement and community participation in the curriculum development/approval process were recommended. Additionally, incentives for faculty innovation in terms of curriculum were suggested as the current system(s) make innovation difficult. A bibliography is included and study-related materials are appended. (JDS)

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PROCEDURE FOR NEW COURSE DEVELOPMENT AND COURSE APPROVAL

by

Beverly Neuer Feldman, M.A.

Los Angeles Valley College

A PRACTICUM PRESENTED TO NOVA UNIVERSITY
IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE
DEGREE OF DOCTOR OF EDUCATION

NOVA UNIVERSITY

January, 1977

JC 770 045

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ABSTRACT

This study examined the criteria for the development of new coursework and the governance procedures necessary for course approval. The governance procedures of a multi-campus district, Los Angeles Community College District, was compared to a uni-campus district, Pasadena City College District. The results indicated many similarities and some differences in the number and nature of procedures to obtain course approval.

The eleven governance procedures at the Los Angeles Community College District involved more administrators than the nine procedures at Pasadena City College. The roles of the College Presidents, students and communities differed between the two districts. It was recommended that governance procedures be re-examined.

PROCEDURE FOR NEW COURSE DEVELOPMENT AND COURSE APPROVAL

I. INTRODUCTION

The problem of curriculum innovation has been the long road from conception to realization. For the innovator dedication, belief, endurance, and patience was required. The purpose of this study was to examine a multi-campus and a uni-campus district's governance proceedings in the development of new coursework and the process necessary for its implementation. Two community colleges were chosen to compare their governance procedures. Los Angeles Valley College (L.A.V.C.) in Van Nuys, California is one of the nine community colleges in the Los Angeles Community College School District (L.A.C.C.D.). The student enrollment at L.A.V.C. is approximately 23,000. Although each of the nine community colleges varied slightly in governance procedures, the process through the district office and submission for state approval was the same for all nine colleges.

The second college, Pasadena City College, in Pasadena, California was chosen because it was in a single college district. The 22,000 student enrollment was comparable to L.A.V.C. By examining each college's governance procedures it was anticipated that many similarities were expected to exist, but that there would be some differences that implied change and improvement in the

governance systems.

This study described the criteria and procedures required by the various levels of governance: the initiators of the new course-work, the departments, the colleges, districts, and the state. The college districts of L.A.C.C.D. and P.C.C. provided the data necessary for comparison. The data was accumulated through the means of printed materials, interviews with the Department Chairpersons, Curriculum Committees, Deans of Instruction, Assistant Deans of Instruction, and the college manuals of P.C.C. and L.A.V.C.

II. BACKGROUND AND SIGNIFICANCE

The study of the procedures for new course development and course approval demonstrated the existence of clear and definite governance procedures. These procedures are in lockstep at each level of governance beginning with the originator and ending with the state. In order to implement new curriculum development these steps must be adhered to.

The process for obtaining approval for new courses is a slow and complicated process. Departments within the colleges have been discouraged from coursework innovation due to the amount of time and effort it takes to obtain approval. In spite of this, Medsker and Tilbry (1971) speak of the need for greater faculty commitment to community college program development. Perhaps Voegel's (1975) idea of creating an effective reward system for

faculty would encourage instructional development. A search by ERIC revealed that in 1973 the L.A.C.C.D. established an Instructional Development Grant Program to encourage the professional instructional staff to develop innovative curriculum. The funding strategy for the program was based on the assumption that a small amount of money ($3,500 per grant) would be sufficient to stimulate faculty experimentation and, at the same time, allow a larger number of faculty projects. This grant has been renewed each year.

Curriculum development receives a double message. At the District level curriculum innovation is being encouraged whereas at the state level economy is the word. Cohen (1971) speaks of the junior colleges living in a political sphere. The trend is to cut the costs of the community college operations. Economize or the fate of New York City University (C.U.N.Y.) will befall the California Community Colleges is the legislative message. C.U.N.Y. had to shut down for two weeks in the Spring of 1976 and re-opened with the end of free tuition policy for undergraduates and more restrictive entrance policies. This meant an end of the widely heralded "open admissions" policy adopted in 1970. The university also cut staffs. It now has a little more than 19,000 full and part-time faculty, administrative and service employees, almost half of its total of June, 1975. Of the total jobs lost, about 1,050 were instructional staff and 132 faculty had tenure.

The other message received by the community colleges is to keep curriculum current with the problems of the times. Cohen (1971)

says the colleges adopt new courses, responding to every perceived social need. He, also, states that the old adage that it is easier to move a cemetery than to change a college curriculum has little application to the community college. Yet departments within the college are finding it more and more difficult to realize new courses due to the "hold-the-line-on-the-budget" message compounded by what some feel are cumbersome governance procedures.

Criteria For New Coursework

The study of the background for the development of new coursework revealed that colleges had different criteria, or were re-examining the present criteria, or sought to establish criteria. Santa Ana College, in Santa Ana, California, had two types of curriculum development programs. One was the revision of existing courses and the other focused on totally new programs, the criteria being that they related to cultural awareness and community needs. At Oakton Community College in Morton Grove, Illinois these factors were considered; transferability, completeness, enrollment, reliance, cost, and student need. The criteria for this college curriculum developed during the next few years were concerned with career education.

In November, 1976 the California Community and Junior Colleges Association (C.C.J.C.A.) held a conference in Palm Springs, California. One of the workshops was titled Criteria For New Course Development and Course Approval. The Dean of Instruction sought a concensus for the establishment of criteria. It was agreed that community colleges,

as they emerge from the rapid expansion of the last fifteen years, have had no difficulty in planning new programs. This was in agreement with the viewpoint of Cohen (1971).

In the past, the rapid growth in population attending community colleges has produced success for all but a few new programs. This situation is much different today. The state enrollments are steadier, resources more limited, therefore more comprehensive and orderly planning is required. Community college program planning has been abstract and theoretical (Heinselman, 1976).

At the C.C.J.C.A. meeting two informative documents were presented: The New York State Education Department, The Bureau of Two-Year College Programs, and the Office of Occupational and Continuing Education of New York sponsored a document published in 1975, Program Planning in Two Year Colleges: A Handbook. The State of Illinois Advisory Council on Vocational Education sponsored a document published in 1975, An Evaluation of the Program Approval Process in Illinois Community Colleges. Other documents of assistance include: Planning for Postsecondary Education in California, A Five Year Plan -- 1976-8 by The California Postsecondary Education Commission written in August 1975; a statement "Observations on Segmented Program Review Procedures" as placed on the agenda of CPEC, July 1976; a statement "New Programs To Be Developed in the Los Rios Community College District.

Criteria of concern in occupational program approval in New York included:

- *Identity -- What should be the general content of the program?*

- *Articulation -- Did the program fit college, local, regional, and state plans?*

- *Resources -- Did the college have the resources to conduct the program?*

- *Students -- How many and what kinds of students would the program attract?*

- *Employment -- Would the graduates of the program be able to obtain jobs commensurate with their training?*

- *Support -- Would the program be supported within the college and the community?*

- *Evaluation -- How would the program be evaluated?*

Dobrovolny, Director of the Illinois study, recommended in order of importance:

- *Because of the difficulty in gathering manpower data, a consortium of state agencies should pool their resources and develop a model that would generate meaningful data for statewide, regional, and local planning.*

- *The Illinois Community College Board was the logical public agency to deal with planning to prevent the costly duplication of programs. A first step regional approach was suggested.*

- *Every community college should have at least one-half of a full-time position assigned to the responsibility of coordinating research and data gathering activities pertinent to follow-up and evaluation.*

- *A statewide program of evaluation and follow-up should be developed.*

- *Colleges should, because of a recent policy of program reinstatement by the ICCB, discontinue unsuccessful programs rather than shelving them for possible future use.*

- *Student interest surveys should be developed to determine student interest in new programs.*

- *A model measuring the benefits to the community, to the student, and to the state should be developed so that meaningful data can be generated to reflect the worthwhileness of each occupational program being offered.*

- *More consultants should be used.*

The California Postsecondary Education Commission listed its criteria as principles:

- *Within limits, students should have the opportunity to enroll in programs in which they are interested and for which they are qualified.*

- *Societal needs as measured by manpower projections at the local state or national levels serve as a significant determinant of need for existing and proposed programs.*

- *An attempt would be made to evaluate each program in relation to all other programs both existing and proposed so as to avoid unnecessary duplication.*

- *The relative costs of a program is a criterion in the program review process.*

- *The quality of each program must be maintained. While quality maintenance is the main responsibility of the local instition, the Commission is interested in indications that high standards have been established.*

- *The program review process should not discourage the growth and development of creative scholarship.*

The Los Rios Community College District, in a recently adopted document, has published criteria for assignment of instructional programs.

- *Each college would be encouraged and assisted in developing a balanced comprehensive instructional program.*

- *Each college would identify and emphasize certain occupational families.*

- *All new programs would be evaluated in light of district and campus support including facilities, students, faculty, etc.*

- *No program would be established unless there is a manpower need for at least a minimal number of graduates for at least five years.*

- *With sufficient job opportunity and if multiple programs can each operate at 75% capacity, multiple programs would be encouraged.*

- *Regional planning would be carried out with adjacent districts.*

Proposed Criteria and System of Implementation for L.A.C.C.D.

The proposal was essentially the New York model. The advantages of this model were that all identified criteria were addressed and it could very readily be accommodated to a multi-layered multi-campus district such as the Los Angeles Community College District.

Prior to the detailed development of any program, a brief estimation process would be undertaken. The process results in an estimation document which very briefly addressed each of the criteria of the model.

- *Identity -- What is the proposed content of the new program? What is the career field of the program?*

- *Articulation -- Where does the program fit in terms of master planning, regional planning, and individual campus career thrust?*

- *Resources -- In general, what new resources are needed? Buildings, space, equipment, and student-teacher ratios?*

- *Employment-transfer -- What are the identified manpower needs? Is the program transferable?*

The estimation document was to be presented to the Curriculum

Coordinating Council. The Council would consider the information in the document in making a recommendation to the Council of Instruction as to whether the proposal should be pursued. The Council may recommend "yes" or "no" or may ask for clarification concerning the proposal. If the Council of Instruction agrees that the proposal is worthy of further investigation, this decision is communicated to the originating campus for the precision phase of development.

Criteria to be considered in detail in the precision phase included:

- *Identity -- What are the goals of the program? What is the curriculum of what is to be taught and learned? What are the instructional strategies to be used? What courses are included?*

- *Articulation -- How does the proposed program fit in with other programs inside and outside the college? Has the program been included in the college's master plan? Does it fit in with the college's curricular thrust? Does the program articulate with the CSUC and UC systems, with the appropriate Unified and Occupational Center offerings, with other colleges within the system? Has an Advisory Committee been formed? Does it support the program?*

- *Resources -- What qualifications must new faculty have? How many new faculty will be required? What is the maximum class size for the program? What is the minimum faculty-student ratio planned? What space and equipment are necessary? What special services in counseling, placement, financial aid, library, remediation, and/or clerical are required? Can a grant be obtained to underwrite start-up costs?*

- *Employment and/or Transfer -- What is the geographical boundary of manpower possibilities? How many identifiable positions are available for employment for each of the newxt five years? How many students are expected to graduate from the program each year? What attrition is expected? What proportion of graduates can reasonably expect to be employed? At what rate of compensation? Are openings available at senior-level institutions?*

The precision proposal is to be presented to the CCC. After careful study, a "yes" or "no" recommendation is made to the Council of Instruction. Additional information may be requested of the recommending college.

Other Considerations

All were in agreement that precise manpower data was very difficult to obtain. It could well be argued that the state should provide such data and on the basis of that data, prescribe what new programs are needed, the location of need, and the size of each program. While no local college would support such a procedure, it seems obvious that such a procedure is pertinent to regional planning. Certainly each college within the L.A.C.C.D. cannot plan without considering other colleges within the system. It seems mandatory that, at the least, the District Office be charged with obtaining detailed manpower information and with its analysis.

When the data indicate that new programs are needed, some plan needs to be adopted for assigning development responsibility to a college. The most meaningful multi-campus planning seemed to be that of the Los Rios District. Each college was charged with maintaining a balanced occupational versus transfer program while identifying career families of specialization on each campus. The advantages financially and for program excellence were self-evident.

The criteria for the development of new coursework at L.A.V.C. followed the criteria recommended at the C.C.V.C.A. Conference. These

recommendations for evaluation at a multi-campus district, L.A.C.C.D., were similar to those established by Pasadena City College, a uni-college district.

One of the recommendations from A Study of Students' Career Choices in Relationship to Job Opportunities in the Field of Child Development (Feldman, 1976) was to develop a new course titled Introduction to Child Development.

The criteria and governance procedures were of particular interest to the investigator because of being involved in the design of a new course and watching it begin its journey.

III. DEFINITION OF TERMS

President -- The title of "President" at L.A.V.C. is the same as "Superintendent President" at P.C.C.

College Council -- The College Council at P.C.C. is composed of one counselor, one administrator, two Department Chairpersons, two student body officers, and two Vice-Presidents.

Program Action Committees -- The Programs Action Committee at L.A.V.C. is known as the Curriculum Committee at P.C.C. The Program Action Committee is composed of administrators, faculty, and the Commissioner of Scholastic Activity (student).

IV. LIMITATIONS OF THE STUDY

The governance procedures at each of the nine community colleges differ to a slight degree. There was no study made to indicate these differences. Also, the printed materials given to the investigator were assumed to be current and accurate.

V. PROCEDURES

The governance procedures for the development of new course-work was examined at Los Angeles Valley College and Pasadena City College. The following steps were required by L.A.V.C. governance procedures to establish the proposed new course titled Introduction to Child Development, one of the recommendations from A Study of Students' Career Choices in Relationship to Job Opportunities in the Field of Child Development (Feldman, 1976).

COURSE APPROVAL PROCEDURES AT L.A.V.C.

Step I

The proposal to develop a new course was initiated by a faculty member. Approval of the Department Chairperson was necessary to put the matter on the agenda of a department meeting.

Step II

The presentation of the faculty meeting was the second final step. Prior to the faculty meeting, a subcommittee of the teachers in Child Development had an opportunity for an informal discussion of the proposed course. At the full department meeting, a rationale for the new course was presented. The objectives were specific statements of expected student outcomes from the course in terms of:

- Measurable changes in skill levels;
- Demonstratable behavior showing knowledge and understanding of course concepts.

The hours per week and the units of credit were stated. The tranferability was taken into account.

Step III

The instructor with the consent of the department brought the course to the Assistant Dean of Instruction. The proposed course, *Introduction to Child Development* is now at Step III.

Step IV

The Assistant Dean of Instruction presents the course to the Program Action Committee (sometimes called the Curriculum Committee on other campuses).

Step V

The course is brought to the Assistant Dean of Occupational Education, who then presents it for the approval of the Occupational Advisory Committee. Courses can be processed omitting this step.

Step VI

As approved, the Assistant Dean of Instruction then sends the course to the District Curriculum Coordinating Council, composed of the Assistant Deans of all nine colleges.

Step VII

If approved, the Chairman of the Curriculum Coordinating Council directs the approved course to the Council of Instruction, whose members are all the Deans of Instruction.

Step VIII

If approved, the course is forwarded to the Executive Vice Chancellor.

Step IX

The Executive Vice Chancellor seeks approvals from the Chancellor.

Step X

The next step is the Board of Trustees.

Step XI

Final approval is obtained by the California Community Colleges Board of Governors.

For an added class, one that already exists in the district, the Department Chairperson merely fills out the appropriate paper and gives them to the Assistant Dean of Instruction, who forwards this directly to the District Curriculum Committee for appropriate action. No committee on campus looks at courses that already exist in the district.

COURSE PROCEDURES AT P.C.C.

Step I

Proposals may be originated by any staff member, student, trustee, or citizen from the Community College District.

Step II

It can be initiated by one or more departments.

Step III

The Curriculum and Instruction Committee receives information and feedback from the adminstrative staff, Department Chairpersons, and Administrators.

Step IV

The Committee makes recommendations to the Vice-President of Instruction.

Step V

Approval is obtained by Dean of Occupation Education.

Step VI

The College Council receives the decision of the Dean of Occupational Education and the Vice-President of Instruction for the Council's approval.

Step VII

The Superintendent President has to approve the College Council's decision.

Step VIII

If approved, it is forwarded to the Board of Trustees for approval.

Step IX

The California Community College Board gives final approval.

COMPARATIVE GOVERNANCE PROCEDURES FOR APPROVAL OF NEW COURSEWORK

L.A.V.C.	P.C.C.
I. New course can be presented by faculty member	I. Staff member, student, trustee or citizen from Community College District
II. Department	II. One or more departments
III. Assistant Dean of Instruction	III. Curriculum and Instruction Committee
IV. Program Action Committee	IV. Vice-President of Instruction
V. Assistant Dean of Occupational Education and Advisory Committee	V. Dean of Occupation Education
VI. District Curriculum Coordinating Council-Assistant Deans	VI. College Council
VII. Council of Instruction - Deans	VII. Superintendent President
VIII. Executive Vice Chancellor	VIII. Board of Trustees
IX. Chancellor	IX. California Community College Board
X. Board of Trustees	
XI. California Community College Board of Governors	

VI. DATA COLLECTION PROCEDURES

The data was accumulated through the means of printed materials, interviews with the Department Chairpersons, Curriculum Committees, Deans of Instruction and the college and district manuals of P.C.C. and L.A.V.C. The collection of the data took place in Fall, 1976.

VII. RESULTS

The governance procedures for course approval at L.A.V.C. and P.C.C. had many similarities and some differences. L.A.V.C., due to its being in a multi-college district, had more layers of procedures. There were eleven steps that had to be closely followed. There were nine defined governance procedures at P.C.C., two less than L.A.V.C.

The table indicated three steps were not required at P.C.C.: District Coordinating Council, Council of Instruction, and Executive Vice-Chancellor. P.C.C. has a College Council as a governance step. L.A.V.C. does not have to obtain approval from a College Council. The College President at P.C.C. is included whereas the College President is not included at L.A.V.C.

VIII. SUMMARY

Faculty are reluctant to develop new coursework due to the no recompense for the effort as well as the lengthly governance

procedures. There is no guarantee after the expenditure of effort that the course will be approved due to the tight campus budgets today.

The purpose of this study was to examine the governance procedures of two community colleges. L.A.V.C., a community college in a multi-campus district and P.C.C., a uni-campus district, were compared. There were many similarities and some differences in the governance steps toward course approval. The uni-campus district had nine procedures, fewer by two, than the multi-campus district who had eleven procedures.

The community colleges differed in their emphasis on the roles of the College President, student and community. The College President was involved at P.C.C. in curriculum approval as well as the student representation on governance councils.

IX. IMPLICATIONS AND RECOMMENDATIONS

The results of this study indicated that there were less governance procedures for new course approval on a uni-campus community college district than there was on a multi-campus community college district. There appeared to be a greater overlay of governance procedures at the administrative levels of L.A.C.C.D., i.e., Curriculum Coordinating Council (Assistant Deans of the nine colleges), Council of Instruction (Deans of nine colleges), and the Executive Vice-Chancellor. These three levels counterparts at P.C.C.

were the College Council and the Superintendent President, all within the college. This may account for speedier disposition of curriculum decisions at P.C.C. The necessary concensus of nine administrators at two different governance levels may account for slower implementation of new coursework in a multi-campus district.

This factor of greater involvement by administrators in a multi-campus district has the benefits of more input on curriculum innovation matters. New coursework can be generated from each of the nine colleges and replicated on one campus or sometimes on all nine compuses if the new curriculum is relevant to the need of the individual communities represented. A college in a multi-campus district does not work in isolation, but has more opportunities for exchange of information, assessment, and evaluation.

P.C.C. clearly stated on their Structure of Committees For Establishment of Policies Chart that proposals for new coursework may be originated by any staff member, student, trustee or citizen from the Community College District. This clearly invites curriculum planning participation from other than faculty. L.A.V.C.'s Instructional Development Flow Chart designated Instructor as the originator. It would seem by L.A.V.C.'s omission P.C.C. indicates a desire for more involvement from the community by declaring their policy both in their Policies Chart as well as their catalogues. Community has representation at L.A.V.C. on the Advisory Committee where curriculum innovation as well as other matters we reviewed.

P.C.C. has two student representatives, student body officers,

on the College Council whose remaining composition is administrators and faculty. L.A.V.C. has one student representative on the Program Advisory Committee, the Commissioner of Scholastic Activity. The remaining members are Administrators and Faculty. It may be that an increase in the number of student representatives should be considered on both campuses.

On the Instructional Development Flow Chart at L.A.V.C. there was no designation of the President's role in curriculum development but on P.C.C.'s Flow Chart the Superintendent President's role was clearly indicated.

What is the role of students in curriculum development on community campuses? It would seem important for all colleges to review the representation and the number of students on the governance procedures, as well as the role of community representation. The term "community" colleges would seem to indicate a stronger role and involvement by the citizens the college strives to serve. Perhaps one of the governance steps in the future may very well be a Citizens Curriculum Committee for all community college campuses.

X. RECOMMENDATIONS FOR FURTHER STUDY

A further study in the role and responsibility of the Presidents of community colleges in curriculum development would be of interest. Since both colleges are of comparable size it also invites a study of the role and responsibilities of a President

in a multi-campus district to that of a Superintendent President of a uni-campus district.

XI. INSTITUTIONAL SIGNIFICANCE

This study has implications for L.A.V.C. as well as other community colleges to examine the role of the College Presidents in curriculum development. P.C.C.'s Superintendent President was involved, L.A.V.C.'s College President was not. L.A.V.C. could take steps to strengthen the involvement of students and community in the governance procedures. Whatever changes take place at L.A.V.C. has impact on the other eight colleges in the district.

Encouraging faculty to develop new coursework could occur by offering more incentives in the form of release time and/or monetary incentive. At present it is a struggle for faculty to be innovative. Status quo appears to be the standard.

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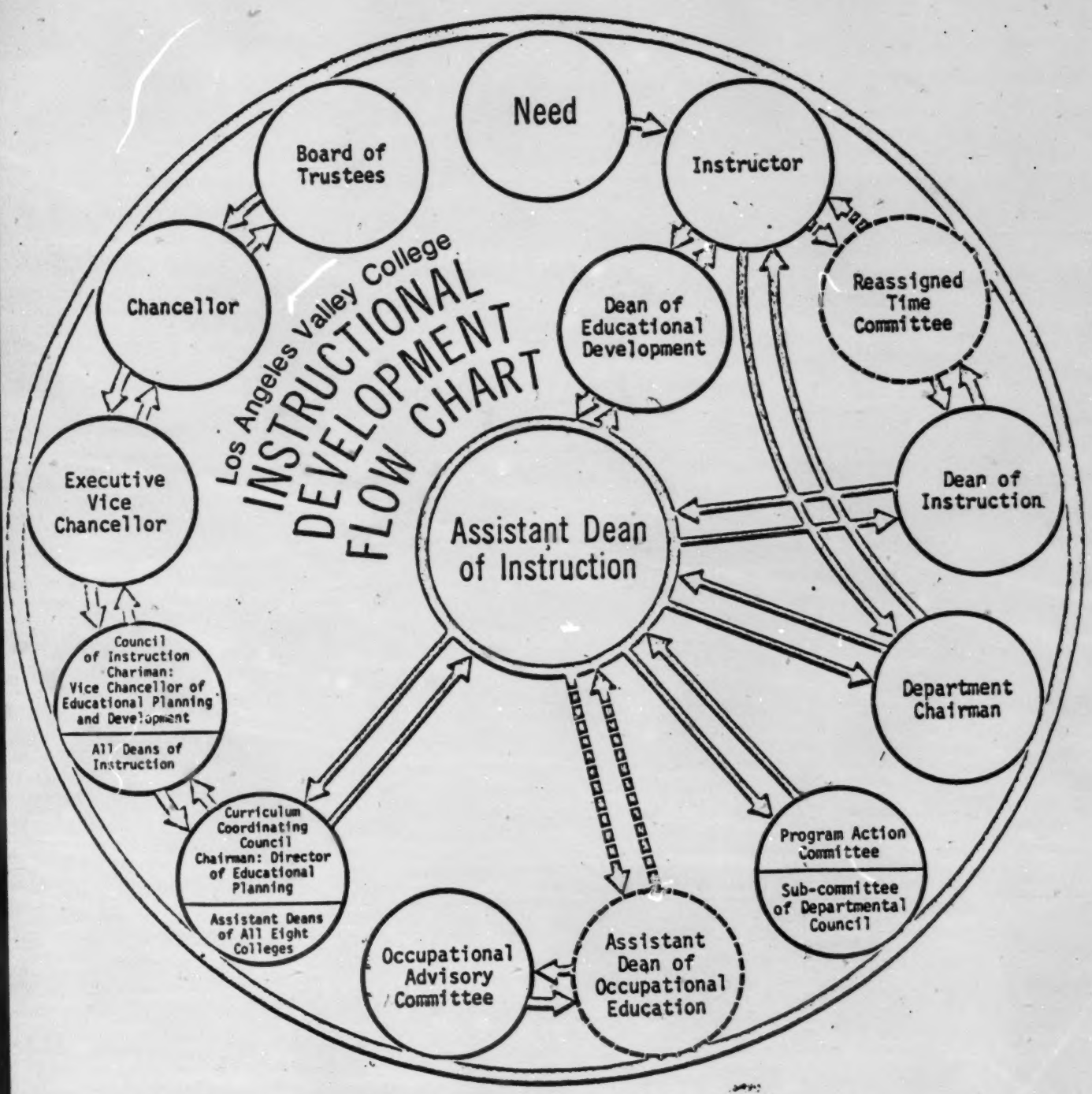
APPENDIX A

LOS ANGELES VALLEY COLLEGE INSTRUCTIONAL FLOW CHART


Los Angeles Valley College
INSTRUCTIONAL DEVELOPMENT FLOW CHART
Need
Board of Trustees
Instructor
Chancellor
Dean of Educational Development
Reassigned Time Committee
Executive Vice Chancellor
Assistant Dean of Instruction
Dean of Instruction
Council of Instruction Chariman: Vice Chancellor of Educational Planning and Development
All Deans of Instruction
Department Chairman
Curriculum Coordinating Council Chairman: Director of Educational Planning
Assistant Deans of All Eight Colleges
Program Action Committee
Sub-committee of Departmental Council
Occupational Advisory Committee
Assistant Dean of Occupational Education

APPENDIX B

LOS ANGELES VALLEY COLLEGE CURRICULUM DEVELOPMENT CHART

INTER-OFFICE CORRESPONDENCE
LOS ANGELES COMMUNITY COLLEGES
LOS ANGELES VALLEY COLLEGE

Date: May 20, 1976

To: Paul Whalen

From: Anatol Mazor AM

Subject: Curriculum Development Procedures

Our procedure for a new program or class follows the attached chart with one exception: the section denoting the Dean of Educational Development is not yet functioning. A brief recap of the circles for our campus is as follows:

1. The instructor with the consent of the department involved brings the course to the Assistant Dean of Instruction.

2. The Assistant Dean of Instruction presents the course to the Program Action Committee (this committee on other campuses is often called the Curriculum Committee).

3. As approved, the Assistant Dean of Instruction then sends the course to the District Curriculum Coordinating Council. From then on, you know the route.

For an added class, one that already exists in the district, the departmental chairman merely fills out the appropriate papers and gives them to the Assistant Dean of Instruction who forwards this directly to the District Curriculum Committee for appropriate action. No committee on campus looks at courses that already exist in the district and that we wish to add.

Special Case: If the existing course that we wish to add does not fit under any of our current departments, we then contact all of the departments that we deem might be affected if this course were added and get a consensus as to which department should offer this course.

AM:sb

APPENDIX C

LOS ANGELES CITY COLLEGE INSTRUCTIONS FOR COMPLETING COURSE OUTLINE FORMS

LOS ANGELES CITY COLLEGE

INSTRUCTIONS FOR COMPLETING COURSE OUTLINE FORMS

Please consult with your division dean regarding the completion of the forms for accuracy of information.

LACC PAGES 1-4

1. "Proposed New Course"
   Check to see that all items agree with those on DISTRICT pages, 5 & 6.

2. "Report on Course"
   Page 1
   Check against DISTRICT pages, as above.
   Objectives:
   These should be specific statements of expected student outcomes from the course in terms of: (1) measurable changes in skill levels; (2) demonstrable behavior showing knowledge and understanding of course concepts (i.e., appropriate usage of course terminology/symbols, discussion of sequences, interrelationships and recognition of the relevance of the subject matter to other courses and to the student's life). Examples:

   (1a) "The student will be able to type 30 words a minute on a 3-minute timed test with 3 or fewer errors."
   (1b) "The student will be able to identify the major developmental periods of life."
   (2a) "The student will be able to list and identify the various forms of musical compositions."
   (2b) "The student will be able to analyze the causes of the Civil War and evaluate their implications for contemporary society."

   SUGGESTED REFERENCE which is available in library: Mager, Robert F.: Preparing Instructional Objectives.

IN GENERAL:

Since these are the originals, from which copies will be made for whoever requests them (for accreditation teams, articulation with 4-year institutions, etc.), please present copy as clean as possible. Try to correct typos and misspellings. Make corrections neatly.

Copy, with all required signatures, is due in the Office of Instruction at least one week before the next scheduled meeting of the Faculty Senate Curricula Committee, which meets once a month.

DISTRICT PAGES 5-6

If the course already exists elsewhere in the district, check with printout of District Data Base (available in Instructional Division office) to determine:

1. Subject code
2. Campuses where presently offered (in this case, see present title and course description in their catalogs)
3. Unit limits
4. Classification as to transferability

Item 2. Course Information
For a new course, disregard Subject Code. Office will insert. Make sure the proposed number has not already been assigned to another course in the district.

Item 4. Hours per Week
Unit standards: One unit of credit requires a minimum each week of one hour of lecture, conference or demonstration, or two to three hours of laboratory. Clinical education in hospitals may differ.

Item 5. Catalog Description
This should be written in full sentences. It should contain a statement that delimits the purpose and content of the course from the standpoint of whichever of the following may be appropriate: (1) chronological period (i.e., historical period, developmental stages, etc.); (2) level of achievement and expected background of the level at which the course is aimed. Examples:

"The course consists of lectures and discussion in English on the literature and history of Mexico during the twentieth century, with a background of earlier works. Students will read translations of principal writers."

"An introduction (is given) to the proper use of the voice including attention to posture, breath control, tone quality, power, diction, range, and stage presence. Repertoire includes simple art songs and arrangements of folk songs and spirituals." (Music 40 as it now appears.)

Item 6. Articulation (Same as Page 2 of LACC Course Outline)

a. If the course already exists, check with Articulation Agreements for breadth and majors acceptability, and for equivalency. (See Counseling office for Agreements.)

b. If it is a new course, state whether or not it is to be submitted for transfer to UC and CSUC (in the latter, whether it should be B or OB); if not to be transferable, state whether it should be classed O (occupational) or PD (prerequisite or developmental).

c. If you believe it may be submitted as equivalent to a lower-division course at one of our local public universities, give campus, course number, and title.

Item 7. Rationale for offering the course (same as page 1 of LACC course outline)
If possible, submit data concerning need for a new or revised course: advisory committee recommendation, needs survey (with quantitative data), a change in transfer requirements, etc.

Item 10. Occupational priority
Indicate this for new courses only; consult the Assistant Dean of Instruction and take transferability into account.

Other Items
Complete as indicated.

LOS ANGELES CITY COLLEGE
PROPOSED NEW COURSE

SUBJECT AND NUMBER_____ UNITS_____

COURSE TITLE_____

1. Educational program in which this course will be offered (attach a copy of the revised program if possible).

2. Course will be offered beginning: ☐ Fall ☐ Spring Year_____

   Course will be taught: ☐ day only ☐ evening only ☐ both

3. Faculty requirements:

   A. No additional faculty time required

      ☐ reducing section in _____

      ☐ deleting section in _____

   B. Additional faculty time will be supplied by

      _____

4. District colleges offering this course: Circle: E H M P S T V W NONE

5. Rationale for offering this course at Los Angeles City College: If possible, submit data concerning need for a new or revised course: Advisory committee recommendation, needs survey (with quantitative data available), a change in transfer requirements, etc.

6. Course Outline prepared by: _____
   Signature Date

7. Approved by Department Chairperson: _____
   Signature Date

8. Approved by Division Dean: _____
   Signature Date

FORWARDED FOR CONSIDERATION: _____
Dean of Instruction Date

ACADEMIC SENATE APPROVAL: _____
Signature Date

COLLEGE PRESIDENT APPROVAL: _____
Signature Date

LOS ANGELES CITY COLLEGE

REPORT ON COURSE

SUBJECT AND NUMBER_____ UNITS_____

COURSE TITLE_____

PREREQUISITES:_____

HOURS: Lecture_____ Laboratory_____ Other (Specify)_____

CATALOG DESCRIPTION OF COURSE: (Please use complete sentences stating specific course content. See Item 5, page 2 of Instructions).

OBJECTIVES OF COURSE: (See Item 2 on page 1 of Instructions. Use additional pages if necessary.)

TRANSFER CREDIT ACCEPTABILITY: This course is now articulated as indicated below or it is recommended that this course be articulated as:

☐ Acceptable for credit, University of California

☐ Acceptable for credit, California State University & Colleges

☐ Baccalaureate only ☐ Occupational & Baccalaureate

☐ Other

☐ Occupational only ☐ Developmental & Prerequisite

Equivalency requested for: (List college or university, subject and course no.)

_____

COURSE OUTLINE

SUBJECT AND NUMBER_____ UNITS_____

COURSE TITLE_____

OUTLINE OF COURSE CONTENT

(This section should indicate the sequence of topics to be covered and the approximate number of weeks to be devoted to each. Within the outline, or at the end, state the methods and schedule of the means of evaluation: examinations (types, schedule within topic outline), assignments, projects, reports on out-of-class activities, etc. Use additional pages if necessary.)

TEXTBOOK (required for all students):

Author	Title	Publisher	Edition Date

LACC/OFFICE OF INSTRUCTION
Spring, 1976

REPORT ON COURSE - BIBLIOGRAPHY

SUBJECT & NUMBER_____

COURSE TITLE_____

Omit the assigned textbook from this page; it should be listed on the Course Outline page. List other required readings, to be made available through the departmental library or through the campus library. The library checks this list carefully in order to be able to provide the materials during the semester the course is first offered.

BOOKS:

AUTHOR	TITLE	PUBLISHER & DATE	PRICE

PERIODICALS:

TITLE	PUBLISHER & DATE	PRICE

If non-print material is needed, please list it on another page.

LACC/OFFICE OF INSTRUCTION
Spring, 1976

LOS ANGELES COMMUNITY COLLEGE DISTRICT
Division of Educational Planning & Development
REQUEST FOR NEW COURSE AND/OR ADDITION OF A DISTRICT COURSE

[ ] Proposed NEW course [ ] Proposed ADDITION of a District Course To be offered starting _____ / _____
Semester Year

1. College: _____
Name of College

2. Course Information: (attach outline)

SUBJECT CODE __ __ __ (For a new subject at this college, attach Form NS 11/74)

_____ — __ __ / __ __
SUBJECT NAME (not to exceed 40 spaces) COURSE NUMBER

_____ _____
COURSE TITLE (not to exceed 60 spaces) UNITS

3. Prerequisite: _____

4. Hours Per Week: Lecture, _____ hours; Laboratory, _____ hours. Other (specify) _____

5. Description: (As it is to appear in the college catalog.) (Limit to 50 words)

6. Articulation (For new course only)
It is recommended that this course be articulated as:

[ ] Acceptable for credit, University of California
[ ] Acceptable for credit, California State University & Colleges _____
[ ] Other (specify) _____
[ ] Baccalaureate Only [ ] Occupational & Baccalaureate
[ ] Occupational Only [ ] D & P
Equivalency requested for: (List college or university, subject and course no.)

_____

7. Rationale for offering this course:

8. Signatures: _____ _____ _____ _____
Dean of Instruction Date College President Date

For District Use

_____ CCC _____ C of I _____ _____
Chancellor Board

_____
Other

9. Coordination: (Names and titles of persons contacted at other colleges in developing this course.)

10. Occupational Priority:

_____ Apprentice
_____ Advanced Occupational
_____ Clearly Occupational
_____ Possibly Occupational
_____ Probably Not Occupational

11. Educational Program: (List the educational programs in which this course would appear. Check all applicable items.)

Program	Required	Elective	AA	AS	Cert.	Transfer

12. Projected enrollments for five years. Estimated enrollment.

1st yr.	2nd yr.	3rd yr.	4th yr.	5th yr.

13. Indicate how the college plans to support the proposed course.

a. By Additional Funds (complete the Resource Requirement Form and submit as an attachment to NC 11/74) ☐ $ _____

b. By deleting sections of existing courses ☐

Subject Name	Course Number	Number of Sections to be deleted 1st yr.	Funds Available Through Deletion of Sections 1st yr.
	___ ___ ___ / ___ ___		$
	___ ___ ___ / ___ ___		$

c. By Special Funds (Detail on supplemental sheet and indicate federal, state or other) ☐ $ _____

d. Other ☐ $ _____

Total Funds Available $ _____

14. Other Significant Data

Note: If second year resource requirements are to exceed the first year requirements indicate source to be utilized for additional funds.

APPENDIX D

LOS ANGELES COMMUNITY COLLEGE DISTRICT'S USER'S GUIDE TO DISTRICT DIRECTORY OF EDUCATIONAL PROGRAMS AND COURSE

USER'S GUIDE

The 1974-75 edition of the District Directory of Educational Programs and Courses is a complete listing of District curricula approved through the Fall 1974 semester. A new format has been adopted to provide additional information about each course. An explanation of this format and material is presented here.

General Organization

A Subject Title Index has been included to provide easy access to subject areas and courses. This Index contains the Subject Code, the Subject Abbreviation and the Subject Title. The Subject Code is a new three digit numerical designation assigned to each subject area. The first number used is 004 for Accounting and the last number is 973 for Zoology. Not all of the number sequences have been used to allow for the addition of new subject areas in the future. The Subject Abbreviation is a standard seven-letter abbreviation for the Subject Title. In some cases, such as English, Law or Art, the Abbreviation is the same as the Subject Title, but in most cases it is considerably shortened. The Subject Title is the complete name of the subject area.

In Part I all courses are listed alphabetically by subject area. A subject area is the traditional grouping of courses such as Art, History and Mathematics. Each new subject area begins on a new page. Below the subject area name, each course is listed in numerical order. Each course listing consists of two lines. The first line contains the Course Number, the Course Title and the maximum number of units for which the course is offered in the Los Angeles Community College District. The second line contains the additional following information:

1. A number indicating the repeatability status of the course (the number of times a course may be taken for credit). If a number does not appear the course may not be repeated for credit.

2. The designations B, OB, O or PD which indicate the transferability status of the course with the California State Universities and Colleges. Courses designated B (Baccalaureate) or OB (Occupational Baccalaureate) are certified as being appropriate for baccalaureate degree credit for determining eligibility for admission as an undergraduate transfer. Courses designated O (Occupational) may be similar to courses given at a particular California State University or College campus and may, at the discretion of the individual campus, be accepted as applicable to a particular baccalaureate degree program.

   Courses designated as PD (Prerequisite or Developmental) cover, at an accelerated rate and at college level standards of instruction, subject matter content that was not completed during the student's high school experience or for which a demonstrated need for review is evident.

3. The letter U which, if present, indicates that the course transfers for credit to the University of California.

4. The letter M which indicates that the course is the same as another course. The similar course may be found by referring to the Multiple Course Listing Index.

5. The letter L which indicates that there is a limit to the number of credits which may be transferred to the University of California in a particular subject area. Information on credit limits is contained in the Credit Limit Index.

6. The letter designation of the District College for which the course is approved.

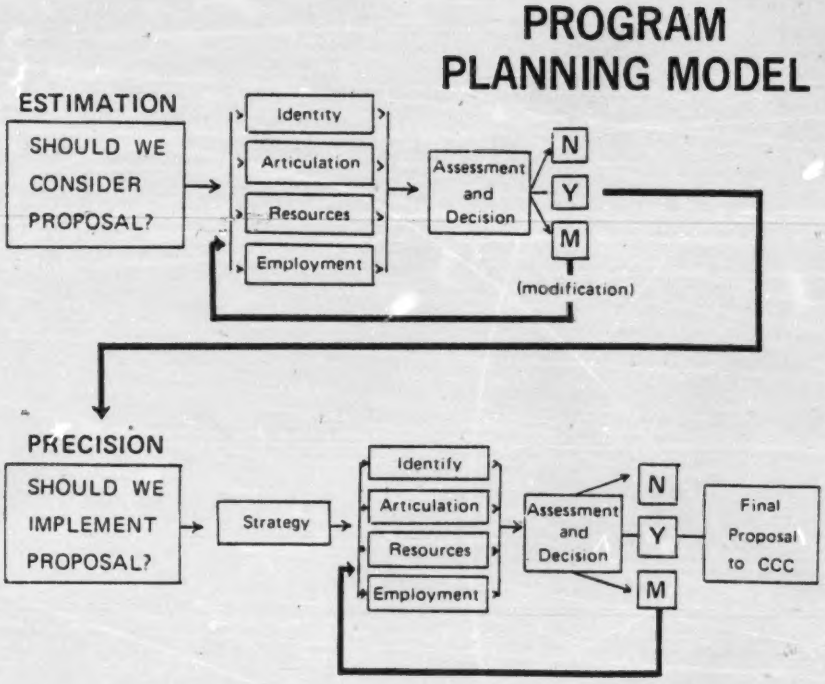
Part II lists State approved Apprentice Programs offered at Los Angeles Pierce College and Los Angeles Trade Technical College.

Part III provides a listing of State approved Occupational and General Educational Programs available at the District Colleges and indicates the degrees and certificates which are awarded upon the completion of each program.

The final components to the Directory are the Multiple Course Listing and Credit Limit Indices, references which, as stated above, have been coded into Part I.

APPENDIX E

PASADENA CITY COLLEGE PROGRAM PLANNING MODEL


PROGRAM
PLANNING MODEL
ESTIMATION
SHOULD WE
CONSIDER
PROPOSAL?
Identity
Articulation
Resources
Employment
Assessment
and
Decision
N
Y
M
(modification)
PRECISION
SHOULD WE
IMPLEMENT
PROPOSAL?
Strategy
Identify
Articulation
Resources
Employment
Assessment
and
Decision
N
Y
M
Final
Proposal
to CCC

APPENDIX F

PASADENA CITY COLLEGE GRADED CURRICULUM RECOMMENDATIONS

GRADED CURRICULUM RECOMMENDATIONS

PROCEDURE FOR NEW AND DROPPED COURSES

1. Suggestions for new and dropped courses may originate from faculty, administration, students and the community. Suggestions shall be forwarded to the appropriate department chairman for consideration by the departmental faculty.
2. An interdisciplinary course or one not fitting the department program may be submitted to the Faculty Senate Curriculum Committee for their recommendation.
3. To develop a new course or drop an existing course the necessary staff work shall be completed by the department chairman and faculty under the direction of the Vice President for Instruction or the Dean of Occupational Education.
4. A Graded Curriculum Recommendation form for New or Dropped Courses shall be completed for each new course proposal and the department chairman shall present the recommendation along with a completed Graded Course Outline form to the Curriculum and Instruction Committee.

   Recommendations for dropped courses require only the listing, by departmental designation and number. All dropped courses may be listed on a single Graded Curriculum Recommendation form.
5. Recommendations cleared by the Curriculum and Instruction Committee shall be presented to the College Council by the Vice President for Instruction or the Dean of Occupational Education.
6. Recommendations approved by the College Council shall be submitted to the Board of Trustees for adoption.
7. Adopted courses shall be forwarded to the California Community Colleges Board of Governors.

PROCEDURE FOR CHANGES AND REINSTATEMENTS

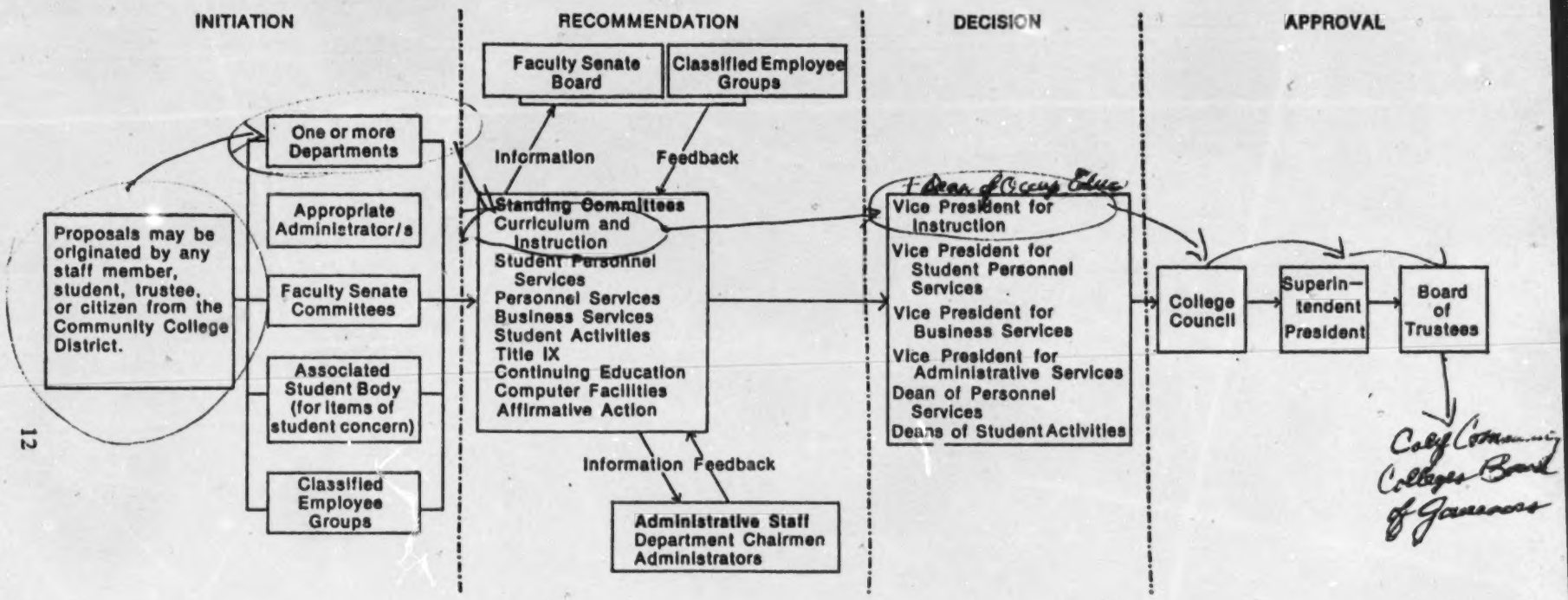
1. Suggestions for changes and reinstatements of courses may originate from faculty, administration, students and the community. Suggestions shall be forwarded to the appropriate department chairman for consideration by the departmental faculty.
2. Necessary staff work for submitted changes or reinstatements shall be completed by the department chairman and faculty under the direction of the Vice President for Instruction or the Dean of Occupational Education.
3. A Graded Curriculum Recommendation form for Changes and Reinstatements shall be completed for each proposed recommendation and the department chairman shall present the recommendation to the Curriculum and Instruction Committee.
4. Approved recommendations shall be incorporated into the College Catalog.

APPENDIX G

PASADENA CITY COLLEGE STRUCTURE OF COMMITTEES FOR ESTABLISHMENT OF POLICIES

PASADENA CITY COLLEGE

STRUCTURE OF COMMITTEES FOR ESTABLISHMENT OF POLICIES



12

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NOTE: All subcommittees are to make recommendations through appropriate advisory committees.

ADVISORY COMMITTEES

1. CURRICULUM AND INSTRUCTION — Coordinator —Stanley E. Gunstream
2. STUDENT PERSONNEL SERVICES — Coordinator—Irvin G. Lewis
3. PERSONNEL SERVICES — Coordinator— John S. Madden
4. BUSINESS SERVICES — Coordinator— Charles F. Miller
5. STUDENT ACTIVITIES — Coordinator
6. ADMINISTRATIVE SERVICES — Coordinator—Mildred M. Wardlow
   - —Affirmative Action
   - —Title IX

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APPENDIX H

PASADENA CITY COLLEGE GRADED COURSE OUTLINE

PASADENA CITY COLLEGE GRADED COURSE OUTLINE

Department .....

Sub. Dept.	Course No.	Course Title	Units	Total Hrs/Wk
.....	.....	.....	.....	.....

CATALOG DESCRIPTION: (Use complete description as listed in latest College Catalog)

BASIC TEXTBOOK(S): (Use reverse side, if additional space is needed)

Author	Text Title	Publisher	Copyright Date

SUPPLEMENTARY TEXTBOOK(S): (Use reverse side, if additional space is needed)

Author	Text Title	Publisher	Copyright Date

INSTRUCTIONAL METHODS: (Check appropriate items)

Lecture	.....	Instr. Trips	.....	Term Papers	.....
Lab	.....	A/V Media	.....	Supp. Reading	.....
Field Practice	.....	Research	.....	Other	.....
CIS	.....	Projects	.....		

COURSE OBJECTIVES:

The purposes of this course are to enable the student to . . .

Sub. Dept. .....

Course No. .....

Course Title .....

Prepared by .....

Date Submitted .....

(See reverse side)

APPENDIX I

PASADENA CITY COLLEGE GRADED CURRICULUM RECOMMENDATION

PART I

PASADENA CITY COLLEGE

GRADED CURRICULUM RECOMMENDATION

Course Change or Reinstatement

DEPARTMENT ..... RECOMMENDED EFFECTIVE DATE .....

Subdepartmental Designation and Course Number .....

CHANGE: (Check appropriate boxes) From:

Subdepartmental Designation ☐

Number ☐

Title ☐

Units ☐ To:

Hours ☐

Prerequisite ☐

Description ☐

REINSTATEMENT: ☐ (Give Course name and number) .....

Reasons for this recommendation:

Persons involved with recommendation:

Clearances and Approvals

....

Department Chairman Date

Vice President for Instruction and Continuing Education Date

Curriculum and Instruction Committee .....

Date

VPI 8/74

PASADENA CITY COLLEGE

GRADED CURRICULUM RECOMMENDATION

Course Change or Reinstatement

STEPS IN PROCEDURE FOR CHANGES OR REINSTATEMENTS

1. Suggestions for changes and reinstatements of courses may originate from faculty, administration, students and the community. Suggestions shall be forwarded to the appropriate department chairman for consideration by the departmental faculty.

2. Necessary staff work for submitted changes or reinstatements shall be completed by the department chairman and faculty under the direction of the Vice President for Instruction and Continuing Education or the Director of Occupational Education.

3. A Graded Curriculum Recommendation form for Changes and Reinstatements shall be completed for each proposed recommendation and the department chairman shall present the recommendation to the Curriculum and Instruction Committee.

4. Approved recommendations shall be incorporated into the College Catalog.

APPENDIX J

PASADENA CITY COLLEGE GRADED CURRICULUM RECOMMENDATION

PART II

☐ Add Course

☐ Drop Course(s)

PASADENA CITY COLLEGE

GRADED CURRICULUM RECOMMENDATION

Add or Drop Courses

DEPARTMENT ..... RECOMMENDED EFFECTIVE DATE .....

Subdepartmental Designation and Course Number	Course Title	Units	Hours
.....	.....	.....	.....

COURSE DESCRIPTION (Use Catalog Style Format)

Lecture Hours .....

Laboratory Hours .....

Field Practice Hours .....

Occupational Course ☐

Non-Occupational Course ☐

Both ☐

DATA BASED ON ONE SEMESTER

Equipment costs .....

Instructional supply costs .....

Anticipated number of sections .....

Additional staff .....

Location .....

Anticipated enrollment .....

First Semester ☐ Second Semester ☐

Less than one semester, only ☐

Hours each week .....

Number of weeks .....

Total hours .....

REASONS FOR THIS RECOMMENDATION

CLEARANCES AND APPROVALS

..... Person making request Date

..... Department Chairman Date

Date approved by Curriculum and Instruction Committee .....

..... Vice President for Instruction and Continuing Education Date

Date approved by College Council .....

Date approved by Board of Trustees .....

Date approved by Board of Governors Calif. Community Colleges .....

CID Number .....

VPI 8/74

PASADENA CITY COLLEGE

GRADED CURRICULUM RECOMMENDATION

Add or Drop Courses

STEPS IN PROCEDURE TO ADD OR DROP COURSES

1. Suggestions to add a new course or drop an existing course may originate from faculty, administration, students and the community. Suggestions shall be forwarded to the appropriate department chairman for consideration by the departmental faculty.

2. To develop a new course or drop an existing course the necessary staff work shall be completed by the department chairman and faculty under the direction of the Vice President for Instruction and Continuing Education or the Director of Occupational Education.

3. A Graded Curriculum Recommendation form to Add or Drop Courses shall be completed for each new course recommendation and the department chairman shall submit the recommendation along with a completed Graded Course Outline form to the Vice President for Instruction and Continuing Education for consideration by the Curriculum and Instruction Committee.
   Recommendations to drop courses require only the listing by departmental designation and number. All courses to be dropped within a subdepartment may be listed on a single Graded Curriculum Recommendation form.

4. Recommendations cleared by the Curriculum and Instruction Committee and approved by the Vice President for Instruction and Continuing Education shall be presented to the College Council.

5. Recommendations approved by the College Council shall be submitted to the Board of Trustees for adoption.

6. Adopted courses shall be forwarded to the California Community Colleges Board of Governors for approval.

UNIVERSITY OF CALIF.
LOS ANGELES
FEB 11 1977
CLEARINGHOUSE FOR
JUNIOR COLLEGES